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EDUCATIONAL POLICIES COMMITTEE AGENDA

5 October 2017

A meeting of the Educational Policies Committee will be held on 5 October 2017 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

1. Approval of the minutes of the 7 September 2017 meeting ([link](#))

2. Subcommittee Reports

a. Curriculum Subcommittee (Vijay Kannan)

Course Approvals

Program Proposals

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to establish a Hunger Solutions Institute. ([link](#))

Request for the Jon M. Huntsman School of Business to establish the Stephen R. Covey Center for Leadership. ([link](#))

Request from the Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services to discontinue the Family and Consumer Science degree. ([link](#))

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to offer an Interfaith Leadership Certificate of Proficiency. ([link](#))

b. Academic Standards Subcommittee (Scott Bates)

[Minutes](#) – September 20, 2017

c. General Education Subcommittee (Lee Rickords)

Minutes – [April 18, 2017](#) and [September 19, 2017](#)

3. Other Business

Adjourn:

EDUCATIONAL POLICIES COMMITTEE MINUTES

7 September 2017

A meeting of the Educational Policies Committee was held on 7 September 2017 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Ed Reeve, Chair
Michele Hillard, Secretary
Kacy Lundstrom, Libraries
Vijay Kannan, Curriculum Subcommittee Chair, Huntsman School of Business
David Hole, College of Agriculture and Applied Sciences
Karen Mock, College of Natural Resources
Barbara Williams, Catalog Editor
Fran Hopkin, Registrar's Office
Nicholas Morrison for Leslie Brott, Caine College of the Arts
Scott Bates, Academic Standards Subcommittee Chair
Jessica Hansen, Academic and Instructional Services
Bob Mueller, Regional Campuses
Anuj Khasgiwala, Graduate Studies Senator
Michael Peters, USUSA President
Blake Harms, USUSA Executive Vice President
Michelle Fleck, USU Eastern
Ning Fang, Engineering
Jared Schultz, Education and Human Services
Troy Becker, Graduate Council

Absent: Dan Coster, College of Science
Eddy Berry, Humanities and Social Sciences
Lee Rickords, General Education Subcommittee Chair

Visitors: Seth Marston, Student
McKinley Benson, Anthropology Staff Assistant

I. Approval of the minutes of the 6 April 2017 meeting

*Motion to approve the minutes of the 6 April 2017 meeting made by Vijay Kannon.
Seconded by Jared Schultz. Minutes approved.*

II. Subcommittee Reports

a. Curriculum Subcommittee (Vijay Kannan)

*Motion to approve the Curriculum Subcommittee report made by David Hole.
Seconded by Kacy Lundstrom. Report approved.*

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to add a school-based and community-based emphases to the Bachelor of Science degree in Agricultural Education.

Request from the Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services to offer a Masters in Communication Sciences.

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to offer an Interfaith Leadership Certificate of Proficiency.

The certificate covers religious diversity. USU is viewed as a very religious and spiritual campus. This certificate is for students who want to talk more about religion and spirituality in an environment where they can feel comfortable about expressing their views. It will also help train leaders so that they can help share this message.

The last paragraph states that students have no more than 9 credits taken before the foundations course because they want students in the program to have the knowledge to be able to lead and have respectful religious discussions during the class. Having courses beforehand provides the knowledge of different religions and allows students to help others. This is not a pre-requisite issue, it's not even a sequencing problem. Interfaith deals with interdisciplinary knowledge and leadership. The sequencing, however, seems to be raising a concern. Everyone agrees that this is a great course but it will be tabled until October when the faculty member or department head can discuss the sequencing/pre-requisite requirements.

Course Approvals

b. Academic Standards Subcommittee (Scott Bates)

No April Meeting – nothing to report.

c. General Education Subcommittee (Lee Rickords)

Gen Ed chair was unable to attend so the months of April and September will be reported in October.

III. Other Business

R401 process and timeline can be found at <https://www.usu.edu/epc/R401proposals/>.

Syllabus Updates

Ed Reeve has written some guidelines for what is required in a syllabus as well as what should or could be included in all syllabi.

Some questions have been asked regarding the Course Objectives section and Ed Reeve will meet with Claudia Radel to go over these issues/concerns. Any additional feedback can be forwarded to Ed Reeve at ed.reeve@usu.edu.

An issue has been brought forward regarding loop holes where individuals want to resurrect old courses so they don't have to come up with a new syllabus. It was suggested that departments review their syllabi before each semester. This discussion will be tabled and brought back at the October meeting for further clarification and direction.

Curriculog Update

Individual college forms have been condensed to two new forms. New forms regarding catalog and degree works changes have been added.

Adjourn: 3:52

Institution Submitting Proposal: USU Extension - Food Sense (SNAP-Ed)

College, School or Division in Which Program/Administrative Unit Will Be Located: CAAS

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: NDFS

Program/Administrative Unit Title: USU Hunger Solutions Institute

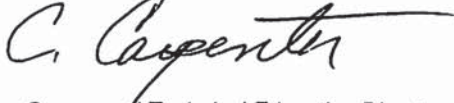
Recommended Classification of Instructional Programs (CIP) Code: 01.08.01

Certificate, and/or Degree(s) to Be Awarded: n/a

Proposed Beginning Date: 10/30/17

Institutional Signatures (as appropriate):

Department Chair



Career and Technical Education Director

Dean or Division Chair

DocuSigned by:



A99B48B41CCE43F...
Graduate School Dean

Date: 8/31/17

**Utah System of Higher Education
New Administrative Unit Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: Utah State University

Proposed Effective Date¹: 10/30/2017

Institutional Board of Trustees' Approval Date:

Proposed Unit Title: Utah State University Hunger Solutions Institute

Sponsoring School, College, or Division: College of Agriculture and Applied Sciences (CAAS)

Sponsoring Academic Department(s) or Unit(s): Nutrition, Dietetics, and Food Science (NDFS)

Proposed Unit Type:

<input type="checkbox"/>	New Administrative Unit
<input type="checkbox"/>	New Center
<input checked="" type="checkbox"/>	New Institute
<input type="checkbox"/>	New Bureau
<input type="checkbox"/>	Conditional Three-Year Approval for New Center, Institute, or Bureau

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Date:

☐ I understand that checking this box constitutes my legal signature.

¹ "Proposed Effective Date" refers to date after Regent approval when new unit is operational or change to unit is published.

New Unit Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to establish Utah State University Hunger Solutions Institute effective 10/30/2017. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Administrative Unit Description/Rationale

Present a brief description of the unit. Describe the institutional procedures used to arrive at the action being proposed. Briefly indicate why a new administrative unit or change to the unit is justified. Are similar units offered elsewhere in the USHE or the State? State how the institution and the USHE benefit from the proposed unit or unit change.

Each year, over 400,000 Utahns experience food insecurity, which is defined as having limited or uncertain availability of nutritionally adequate and safe foods or ability to acquire foods in socially acceptable ways. Current efforts in Utah to help address food insecurity exist in the form of public and private organizations providing food aid, education, and advocacy. However, in addressing the increasing concern of hunger in Utah, there are three major needs that have been observed. First there is a great need to inform implementing organizations on best practices in addressing food insecurity. Second, there exists a need and to facilitate strong collaborations between the public and private organizations that fight hunger in Utah. Third, there is a need to develop across disciplines and colleges a diverse approach to find solutions to the world's food supply and distribution concerns. And finally, there is a need to prepare future professionals to be well-equipped with the knowledge and experience in fighting hunger.

In recognizing these needs, Food \$ense (SNAP-Ed) program, a part of USU Extension, proposes to establish the Utah State University Hunger Solutions Institute (HSI). The HSI would aggregate and disseminate best practices in fighting hunger, facilitate collaborations between existing programs, and assist in creating an academic program and opportunities that helps USU students learn about food insecurity and current best practices to address it.

The proposed institute, which would be housed in the College of Agriculture and Applied Sciences in the Nutrition, Dietetics, and Food Science department, would be led by a group of USU faculty, including Extension, researchers and professors. The interdisciplinary group of researchers are currently funded by federal, state, and private grants to conduct research on the causes, impacts and solutions to food insecurity. Educators involved in the HSI will provide current research to educate students, the public, and key stakeholders on the best practices to alleviate hunger. The institute is designed to educate and unite organizations in the fight against hunger, food insecurity, and malnutrition across the University, community and state levels. The HSI will be dedicated to achieving four main objectives: (1) Mobilize USU students to fight against hunger (2) Aggregate and disseminate the latest knowledge, research, and best practices to those who address hunger (3) Unite efforts and create multi-sector collaborations and coalitions to address Hunger in Utah, removing redundancies in work. (4) Convening and educating professionals to make food and nutrition security a priority in the state.

HSI objectives will be accomplished through the utilization of a several main tools. First, the HSI will be led by an advisory council comprising of a diverse group of USU faculty members who research and practice in fields pertaining to food security. This advisory council will oversee the long-term vision and direction of the HSI. Second, to mobilize USU students to

fight against hunger, the HSI will create an academic program at USU, in the form of a hunger studies minor, which will provide classes that educate students on the causes and effects of, and solutions to food insecurity. Next, the HSI will aggregate research on best practices with the use of its advisory council and its position in a national network of hunger researchers such as those with Auburn University's HSI. These best practices will be disseminated to community organizations in the state through the use of a listserv and through the creation of an HSI website. Through this website, findings from USU researchers will be shared, along with a list of organizations in Utah that work in the fight against hunger. This collection will provide information about the organization's efforts and a forum where organizations can share needs, thereby facilitating opportunities for collaboration between parties. The last tool that will be utilized will aid in the goal of convening and educating professionals to make food and nutrition security a priority in the state. This tool is the creation of the annual Utah Hunger Dialogue, which will convene University and other leaders in Utah together with hunger professionals from around the state to educate one another, facilitate collaboration, and award mini-grants to encourage the both the creation and growth of anti-hunger initiatives.

HSI will fill a vital gap in food insecurity services provided in Utah. Currently, there is no other unit that exists in the Utah State Higher Education or in the state that does what the proposed HSI will do. The current collaborations, the State Nutrition Action Coalition (SNAC) and the Utah Breakfast Expansion Team (UBET) were created in part by the staff at USU Food Sense (SNAP-Ed). Also, there is no academic program in the higher education system which focuses student's studies on food insecurity in Utah.

This proposal is seeking to create these efforts housed in the Hunger Solutions Institute. By creating an institute, the HSI will be able to be recognized as a formal entity, allowing future opportunities to seek funding outside of the University and to offer academic classes for students in the subject of hunger.

Consistency with Institutional Mission/Institutional Impact

Explain how the unit is consistent with the institution's Regents-approved mission, roles, and goals. Describe how the existing administrative structures support the proposed unit and identify new organizational structures that may be needed. What changes in faculty and staff will be required?

The HSI's goals are in line with the mission and goals for USU, specifically with regard to research, education, and Extension goals of USU. In the area of research, HSI will be, as the University is, dedicated to the pursuit of knowledge, particularly in finding the best practices in fighting hunger. The HSI's educational efforts will foster the self determination of interested students to help them be concerned citizens and leaders with strong principles of civility. It will do this by developing academic programs, service learning and internship opportunities, as well as providing networking opportunities for USU students. Lastly, HSI will be a good fit for USU as it aligns perfectly with the University's land grant and Extension missions. Best practices in fighting hunger will be key for the HSI as an evidence-based outreach program. HSI will utilize researchers, professors and Extension to provide these evidence-based practices, providing dissemination efforts toward public and private agencies, and foster new partnerships both inside and outside the University. Engagement of these parties assist to better serve the public and improve the quality of life of citizens in our communities.

HSI has received support from the University President and Vice Provost, as well as the Nutrition, Dietetics, and Food Science department head. USU is well positioned to develop a University-wide hunger institute, as the University is a state leader in research, agriculture, nutrition, and natural resource research and innovations. USU's colleges have more professors that research poverty, food systems, and hunger than any other University in the state.

Additionally, USU Extension houses programs such as Food \$ense (SNAP-Ed) and EFNEP, which work to improve nutritional intake among multi-generational poverty families in Utah. Further, because USU Cooperative Extension has 33 locations in 28 of the 29 counties in Utah, it has a greater reach and collaborative efforts than the other universities in the state. The University's academic profile, coupled with these nutrition and Extension programs, makes USU a perfect fit for HSI.

No new structures will need to be built for HSI, nor is there a need to hire. Staff already a part of the Food \$ense (SNAP-Ed) program will have their workloads adjusted to run the administrative processes for HSI. These processes include directing, running and updating the website, facilitating collaborations, handling communication within the organization, organizing conferences, and assisting in the hunger academic program. Funding for administrative costs for the first year of operation has already been secured as part of the Food \$ense (SNAP-Ed) grant, under the Policy, Systems and Environmental work that Food \$ense (SNAP-Ed) provides within Utah.

Finances

What costs or savings are anticipated with the actions proposed? What new facilities or modifications to existing facilities or equipment are needed? Describe any budgetary impact on other programs or units within the institution. If new funds are required, describe expected sources of funds.

There will be no University financial burden, as funding for HSI will be sought outside of the University. No new facilities or equipment will be needed. Funding for the first year of operation is provided for by the USDA's Food and Nutrition Service. After this first year, research, administrative staff wages, and conference funding will be sought through several avenues for long-term funding. These sources include federal grants such as NIFA, FNS and other USDA funds, corporate sponsorship, and seek alumni donations to establish an endowment through the College of Agriculture and Applied Sciences.

**Utah System of Higher Education
New Administrative Unit Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: Utah State University

Proposed Effective Date¹:

Institutional Board of Trustees' Approval Date:

Proposed Unit Title: Stephen R. Covey Center for Leadership

Sponsoring School, College, or Division: Jon M. Huntsman School of Business

Sponsoring Academic Department(s) or Unit(s):

Proposed Unit Type:

<input type="checkbox"/>	New Administrative Unit
<input checked="" type="checkbox"/>	New Center
<input type="checkbox"/>	New Institute
<input type="checkbox"/>	New Bureau
<input type="checkbox"/>	Conditional Three-Year Approval for New Center, Institute, or Bureau

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____ Date:

☐ I understand that checking this box constitutes my legal signature.

¹ "Proposed Effective Date" refers to date after Regent approval when new unit is operational or change to unit is published.

New Unit Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to establish Stephen R. Covey Center for Leadership effective . This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Administrative Unit Description/Rationale

Present a brief description of the unit. Describe the institutional procedures used to arrive at the action being proposed. Briefly indicate why a new administrative unit or change to the unit is justified. Are similar units offered elsewhere in the USHE or the State? State how the institution and the USHE benefit from the proposed unit or unit change.

In 2014, the World Economic Forum suggested that deep-seated problems on a global scale, gridlock within our institutions, corruption among leadership, and a lack of values in leaders had contributed to a lack of trust in leaders in both the private and public sectors. In 2015, it found that 86% of respondents believed there was a leadership crisis in the world. Moreover, according to the 2017 Deloitte Human Capital Survey, the need for younger, more agile leaders at all levels of organizations is consistently a significant concern for business leaders. The skills needed to lead today are however evolving. A study of 64,000 men and women in 13 countries found that values and skills of selflessness, empathy, collaboration, and flexibility are the most important for leadership, contrary to the masculine attributes, so called heroic leadership theories, and command and control paradigms of leadership which have in the past been associated with effective leadership (Spend Shift: How the Post-Crisis Values Revolution is Changing the Way We Buy, Sell, and Live, Gerzema & D'Antonio 2010). As a result, there is a need to educate and train students on the skills required to lead within the organizations of today. Leadership skills benefit all types of organizations such as for-profits, nonprofits, governments, and educational institutions. Learning and mastering these skills will prepare students for successful careers at all levels within organizations.

The Stephen R. Covey Center for Leadership in the Jon M. Huntsman School of Business Center will offer a comprehensive program of developmental activities that allow students to bridge the gaps between formal classroom education (knowing), real-world experience (doing), and embedding principle based leadership into their core attitudes and behaviors (becoming), providing transformational experiences that challenge, inspire, and develop leaders. Students will discover their leadership voices, and develop the courage, character, and competence to make a difference in their homes, communities, and workplaces. The Center will offer an integrated leadership development experience for students through curriculum, co-curricular activities, and coaching programs. It will also assist with the development of curriculum for an undergraduate minor in leadership and management and graduate level curriculum in leadership. Some of the resources offered will be a leadership orientation for incoming students, coaching and mentoring, tools for assessing leadership skills and building self-awareness, a leadership speaker series, and service learning opportunities to practice leadership. The Center will emphasize new paradigms of leadership, a shift from singular, positional leadership, to shared, emergent leadership at all levels.

To meet the growing need for Leadership training, more than 100 similar centers have been established across the United States. Five institutions in the the State of Utah have already established organizations

to foster leadership development in students:

University of Utah - Goff Strategic Leadership Center
Brigham Young University - Weidman Center for Global Leadership
Weber State University - HERS Leadership Institute
Utah Valley University - Center for Advancement of Leadership
Southern Utah University - Leadership Engagement Center

The Stephen R. Covey Center for Leadership will complement existing state-wide leadership training. It will be widely inclusive across the university, with significant efforts being made to include and support students campus wide and within the Regional Campus system. The focus of the Center will be on student development, particularly at the undergraduate level, unlike other centers that typically focus on graduate and executive education and on consulting for external stakeholders.

Stephen R. Covey was an internationally renowned authority on leadership, and was the first Jon M. Huntsman Presidential Professor of Leadership in the last years of his life. His name gives the Center a unique and globally recognizable brand in the domain of leadership that will enable it to position itself at the forefront of Leadership education. The Center seeks to foster Stephen R. Covey's legacy.

Consistency with Institutional Mission/Institutional Impact

Explain how the unit is consistent with the institution's Regents-approved mission, roles, and goals. Describe how the existing administrative structures support the proposed unit and identify new organizational structures that may be needed. What changes in faculty and staff will be required?

The mission of the Jon M. Huntsman School of Business is to develop leaders of distinction in commerce and public affairs. The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery and engagement. The goals of the Stephen R. Covey Center for Leadership align with the missions of both USU and the Huntsman School of Business by building a foundation of principle-based leadership and accelerating the lifelong leadership development of its students.

Finances

What costs or savings are anticipated with the actions proposed? What new facilities or modifications to existing facilities or equipment are needed? Describe any budgetary impact on other programs or units within the institution. If new funds are required, describe expected sources of funds.

The work of the Center will be carried out by faculty in the Jon M. Huntsman School of Business as part of their faculty roles:

Bret Crane, Ph.D.
Julena Bonner, Ph.D.
Steven Hanks, Ph.D.
Alexander Romney, Ph.D.
Brad Winn, Ph.D.

Should additional faculty resources be needed, these will be funded by the Huntsman School of Business. The only staffing need is for administrative support. This and support for daily operations of the Center will be funded by the Huntsman School of Business. The Center will be housed in Huntsman Hall in the Jon M. Huntsman School of Business. Space has already been allocated to the Center.

The Center will benefit from a gift from the Franklin Covey Company. This gift, valued at \$3 million, provides access to intellectual property to support the activities of the Center for a period of ten years. A fund raising plan has also been established to seek longer term financial support for the Center. No university funds will be required to establish and operate the Center nor will resources be diverted from other units and programs within the Huntsman School of Business.

Utah System of Higher Education
Changes to Existing Academic Program Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Utah State University

Program Title: *Current* Family and Consumer Science
Proposed (if applicable)

Sponsoring School, College, or Division: Emma Eccles Jones College
of Education and Human
Services

Sponsoring Academic Department(s) or Unit(s): Human Development and
Family Studies

Classification of Instruction Program Code¹: 19.0701 6 - Digit CIP

Min/Max Credit Hours for Full Program Required: Min Cr Hr / Max Cr Hr Min Cr Hr / Max Cr Hr

Proposed Effective Term for Program Change²: Fall 2018

Institutional Board of Trustees' Approval Date:

Award Type:

Program Change Type (check all that apply):

<input type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input checked="" type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date:

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to discontinue Family and Consumer Science effective Fall 2018. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.

The Family and Consumer Science Degree is a remnant of the Home Economics major. Nationwide there is a trend for these departments to be subsumed into other departments. Two faculty members who taught the consumer courses have left the department. The remaining faculty member teaches family finance courses. Due to the low enrollments in this program, those faculty positions were assigned to other programs. Lastly, graduates with this degree do not have an employable expertise upon graduation. The specific number of graduates for the last seven years are:

2010- 3

2011- 3

2012- 4

2013- 3

2014- 0

2015- 1

2016- 0

There are currently three declared majors. One will graduate in Fall 2017 and the other two have an inactive status (one has not been on campus since 2013 and the other took a leave of absence that was to end in Spring 2015 but they have not come back yet). Given their standing, there are enough courses they could finish their degree in this major.

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Will faculty or staff structures be impacted by the proposed change?

Students who have traditionally chose this major have reported there is no longer a job market. Currently, students who have interest in these content areas choose either Human Development and Family Studies or Family and Consumer Science Education. Students in HDFS are trained to work in a variety of community agencies while those in FCSE are trained to become high school teachers.

Impact of Discontinuation

Indicate the statewide impact of discontinuing this program. Explain how currently admitted students may complete the program within a reasonable period of time compatible with accreditation standards either through either (1) enrollment of students at other institutions of higher education; or (2) courses being taught for a maximum of two years after discontinuation of the program or until no admitted students remain who are entitled to complete the program, whichever comes first.

The transcripts of the remaining students have been reviewed by the department advisor. There are adequate substitute

courses that would allow the two students to finish a degree in this major for at least the next three years. Per department and university policy, both students will have gen ed coursework that is out of date beyond that point. With no job market, the other state universities already deleting comparable degrees, we anticipate no statewide impact for discontinuing this major.

Finances

What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

There will be no cost savings as the current resources are utilized by other department programs.

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: Utah State University
Proposed or Current Program Title: Interfaith Leadership Certificate
Sponsoring School, College, or Division: College of Humanities and Social Sciences
Sponsoring Academic Department(s) or Unit(s): Sociology, Social Work and Anthropology
Classification of Instructional Program Code¹ : 30.99
Min/Max Credit Hours Required of Full Program: 18 / 18
Proposed Beginning Term²: Fall 2018
Institutional Board of Trustees' Approval Date:

<input checked="checked" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/> Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/>	Certificate of Completion		
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Graduate Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program		
<input type="checkbox"/>	Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

**Utah System of Higher Education
Program Description - Abbreviated Template**

Section I: The Request

Utah State University requests approval to offer the following Certificate of Proficiency: Interfaith Leadership Certificate effective Fall 2018. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

The department of Sociology, Social Work and Anthropology (SSWA) in the College of Humanities and Social Sciences (CHaSS), proposes to create a certificate in Interfaith Leadership to be offered on the Utah State University Campus in Logan and its Regional campuses and centers throughout the state, via face-to-face and on-line instruction. The certificate will require six courses which will provide students with the professional skills and appreciative knowledge to interact with others who orient around religion differently and to develop an in depth understanding of interfaith cooperation in civic and organizational settings.

The field of interfaith studies promotes cooperation between people who orient around religion differently from one another. It builds capacity for doing so through providing students with the appreciative knowledge, the vision, and the necessary skills to engage with people of differing world views and faith-commitments. Given the relative religious homogeneity at USU (70% of incoming freshmen self-identified as LDS on the Interfaith Diversity Experiences and Attitudes Longitudinal Survey that was administered during fall 2016) and the lack of sustained exposure to people of other religious traditions (only 30% of students surveyed had lived in a region where their faith tradition was not the majority religion for longer than 12 months at any period in their lives), USU students come from one of the least religiously diverse regions in the country and would be especially well served by learning how to interact in positive ways with people of other faith traditions as they move beyond this region for careers or future study. Student interest in religion/spirituality is high (70% of students surveyed in that same study expressed at least some interest in incorporating conversations about religion and spirituality into their university studies).

A key component of the proposed program gets students out of the classroom to engage with religious communities in community-settings which will give them skills and practice applying classroom based knowledge to "real" world challenges. The interdisciplinary nature of this proposed certificate uses classes already being offered in religious studies, philosophy, history, and anthropology but adds both a core set of courses that teach the theory and method of interfaith cooperation as well as supervised practical experiences for applying these concepts. A certificate in interfaith leadership will benefit students looking to bolster their resumes in an increasingly religiously diverse world. It will also contribute to increased student enrollment in the department and the college as students take advantage of the certificate to become more prepared as 21st Century citizen-scholars.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

In today's increasingly complex and religiously diverse world, there is an urgent need for interfaith cooperation in virtually every sector of employment. Interfaith cooperation is characterized by respect for individual religious or non-religious identities, mutually inspiring relationships, and common action for the common good. When individuals, organizations, and communities are able to recognize their shared values and effectively engage in interfaith dialogue, the potential for growth is limitless. In wide ranging professions, from education to health care to business, there is a need for interfaith leaders who can listen, understand, and mobilize the capacity of a religiously diverse workforce. Employers recognize the value of employees who are

equipped with interfaith skills, yet there is currently a lack of expertise and training on these issues within the workforce. Utah's Department of Workforce Services, for example, completed a study of "difficult to fill jobs" in 2015 and found that "soft-knowledge, skills, and abilities" including "Teamwork, People Skills or Social Intelligence" as well as "Professionalism, Conduct, Ethics, and Honesty" were reasons given that jobs went unfilled in STEM Occupations (30% of the time) as well as non-STEM occupations (56% of the time). Additionally, the Arthur Vining Davis Foundation recently prioritized "Religious Literacy" and "Interfaith Leadership" as priority areas for their strategic giving, noting that "it is essential that leaders are prepared to model meaningful engagement among different faith traditions. This may include those who serve in clerical roles as well as leaders in civic, academic, business, professional and non-profit sectors. We are interested in supporting programs that prepare leaders with the knowledge to foster mutual respect for religious beliefs and traditions and that address the ways in which our multi-religious society magnifies the need for civil discourse and tolerance" (<http://www.avdf.org/Programs/InterfaithLeadershipReligiousLiteracy.aspx>). USU is the only institution proposing such a program within the region even though the need for skilled interfaith leaders continues to grow as the state becomes increasingly religiously diverse. The proposed certificate will offer students in a wide range of majors the opportunity to become interfaith leaders in their respective fields of study and bring skills of interfaith cooperation to every corner of our state.

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higherutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higherutah.org/policies/policyr315/.

Utah State University's mission includes cultivating diversity of thought and culture as well as serving the public through learning, discovery and engagement. Interfaith Leadership is consistent with that mission because its focus is on preparing undergraduate students with the knowledge base, the vision, and the skill-set to promote positive relationships among people who orient around religion differently. Promotion of interfaith cooperation is more important now than ever before because religious diversity is a fact of life--both at home and abroad. But interreligious cooperation must be cultivated. The Interfaith Leadership Certificate program will do just that by increasing student religious literacy, increasing capacity for civic (and civil) dialogue, improving written and oral communication as well as critical thinking and capacity for self-reflection and improving marketability in a religiously diverse landscape--regardless of the career that a student may prepare for. With more than 30 institutions around the nation who have created course sequences, certificates, and minors in Interfaith studies over the last two years, USU is one of only four public universities anywhere in the United States to be engaged in this work.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

There is no anticipated financial impact for this new certificate program. No new resources are needed to implement the certificate. Instructional support for the Interfaith Leadership Certificate Program will be provided through existing instructional offerings. An introductory on-line course that is required for all students is currently in development, thanks to support from AIS and from a small grant obtained through Interfaith Youth Core. It will be piloted in Spring 2018 and will be submitted for EPC review via Curriculum later this fall. It will be cross-listed as ANTH/SW/RELS/IFL [Interfaith Leadership] 1090 to draw-in students in these programs. An interfaith leadership specific practicum course (modeled on ANTH 5190) with the suggested number IFL 5191 will also be submitted for EPC approval via Curriculum later this fall. This course will NOT be cross-listed with any other programs so that ONLY students who are enrolled in the certificate program are eligible for enrollment in this course. This will allow us to add a pre-requisite to the course so that all students doing the practicum have the necessary foundation in Interfaith Leadership method and theory. The practicum component for the certificate program will be supervised by the Interfaith Leadership Certificate Coordinator. For example, Prof. Glass-Coffin expects to serve in this role for the first two years of the program and then other faculty with interest in the program will provide this supervision on a rotating basis. Monies remaining from an Interfaith Youth Core grant designed to off-set program development costs will be used during 2017-2018 academic year to market the program and to provide incentives to faculty who have interest in participating.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					
Required Courses					
<input type="radio"/>	<input type="radio"/>	ANTH/SW/RELS/IFL 5191	X	Introduction to Interfaith Leadership	3
<input type="radio"/>	<input type="radio"/>	IFL 5191	X	Applied Anth Practicum (Interfaith Leadership Practicum)	3
Choose 1 of the following courses:					
<input type="radio"/>	<input type="radio"/>	RELS 1010		Intro to World Religions	3
<input type="radio"/>	<input type="radio"/>	ANTH/3160		Anthropology of Religion	3
<input type="radio"/>	<input type="radio"/>				
Required Course Credit Hour Sub-Total					9
Elective Courses					
<input type="radio"/>	<input type="radio"/>				

		Course Number	NEW Course	Course Title	Credit Hours
Choose 2 of the following courses:					
+	-			Appreciative Knowledge of Religious Traditions:	
+	-	RELS 3010		Intro to Buddhism	3
+	-	RELS 3020		Intro to Hinduism	3
+	-	RELS 3030		Intro to Islam	3
+	-	RELS 3050		Intro to Christianity	3
+	-	RELS 3060		Intro to Judaism	3
+	-	RELS 3090		Intro to Shamanism	3
+	-	RELS 3210		Classical Mythology	3
+	-	RELS 3820		Hindu Sacred Texts	3
+	-	RELS 4560		Women in Islam	3
+	-	RELS/HIST 4795		Joseph Smith	3
+	-	RELS/HIST 4910		Women in Buddhism	3
+	-	ARTH/RELS 5740		Pilgrimage	3
+	-				
+	-			History of Religious Conflict and Cooperation:	
+	-	RELS 2050		Historical Jesus	3
+	-	RELS 3270		Crusades	3
+	-	RELS 3410		Modern Middle East	3
+	-	RELS 3470		Religion and Politics of South Asia	3
+	-	RELS/HIST 4565		Early Islamic History	3
+	-	RELS/HIST 4566		Modern Islamic Thought	3
+	-	RELS 4790		American Religious History	3
+	-	ANTH 4800		Material Culture and Religious Conflict	3
+	-	HIST???		Reformation	3
+	-				
+	-			Ways of Knowing, Being, and Interacting in the World	
+	-	RELS 2060		Science and Religion	3
+	-	LING 2500		Language and Religion	3
+	-	PEP 2900		Presence and Community Building	3
+	-	RELS 3040		Religion, Evil and Suffering	3
+	-	RELS 3420		Gods and Goddesses of India	3
+	-	ENG 3385		Sacred World Literature	3
+	-	PHIL 3600		Philosophy of Religion	3
+	-	PE/RELS 4010		Yoga Theory	3
+	-	RELS 4910		Religion and Time	
+	-				
Choose 1 of the following courses:					
+	-			Religious Engagement Beyond the Classroom	
+	-	ANTH/RELS 3165		Bridging Religious Difference in Theory and Practice	3
+	-	SW 3850		Spirituality and Social Work	3
+	-	SW 4160		Community Practice	3
+	-				

		Course Number	NEW Course	Course Title	Credit Hours
Choose of the following courses:					
+	-				
+	-				
Elective Credit Hour Sub-Total					9
Core Curriculum Credit Hour Sub-Total					18

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information, as needed.

The proposed requirements for a certificate in Interfaith Leadership include six courses totaling 18 credit hours. There are 3 required core courses (9 credits) and 3 elective courses (9 credits). Required courses include the following: a) ANTH/SW/RELS/IFL 1090, b) one of 2 courses (either ANTH 3160 or RELS 1010), and c) IFL 5191 . ANTH/SW/RELS/IFL 1090: Introduction to Interfaith Leadership is designed to give students a broad understanding of the background and context as well as rationale for Interfaith Leadership as a professional practice. It is being developed during Fall 2017 and will be piloted Spring 2018. ANTH 3160 or RELS 1010 (students choose 1) introduces students to engagement beyond the classroom and deepens their appreciation for the role that is played by religion in people's lives. IFL 5191 is a semester-length supervised practicum experience that allows students to apply what they have learned to solve real world problems. A new number is being sought for this practicum experience so that only students enrolled in the Interfaith Leadership Certificate enroll in this particular practicum course.

Additional courses (totaling 9 credits) include 2 courses from 3 areas (including Appreciative Knowledge of Religious Traditions, History of Religious Cooperation and Conflict, or Ways of Knowing, Being, and Interacting in the World) and 1 course from the area called "Religious Engagement Beyond the Classroom." These courses help students broaden their knowledge of religious traditions and introduce them to the ways that interfaith conflict and cooperation have unfolded on the world stage in both historical and contemporary moments as well as introducing students to engagement beyond the classroom, deepening their appreciation for the role that is played by religion in people's lives.

Ideally, students would enroll in the introductory course, then in elective courses that introduce the variety of religious traditions practiced in the world today as well as the way that these traditions impact the religious, then in an applications course that asks students to engage with religious adherents beyond the classroom, and finally in a semester-length independent studies practicum experience, supervised by the acting Interfaith Leadership Certificate Program director (this assignment will rotate between core faculty but will be part of Dr. Glass-Coffin's load during the first 2 years of the program). In her role as adviser, Dr. Glass-Coffin will encourage students to follow this sequence, yet the certificate program is flexible so that students may participate in any of the courses, except the practicum experience, at any time during their tenure in the program. The practicum experience will have, as a pre-requisite, the ANTH/SW/RELS/IFL 1090 course so that students have the necessary background in interfaith leadership method and theory before engaging in the in-depth community-engaged scholarship that is one of the certificate program's strengths.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ANTH/SW/RELS/IFL 1090	3	Elective #1	3
RELS 1010 or ANTH/RELS 3160	3	Elective #2	3
Total	6	Total	6
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
ANTH/RELS 3165 or SW 3850 or SW 4160	3	IFL 5191	3
Total	3	Total	3
Four Year Map			

ACADEMIC STANDARDS SUBCOMMITTEE MINUTES

September 20, 2017

A meeting of the Academic Standards Subcommittee of the Educational Policies Committee was held on September 20, 2017 at 3:00 pm in Old Main 136 (Champ Hall Conference Room).

Present:

- Scott Bates, Chair, Emma Eccles Jones College of Education & Human Services
- Fran Hopkin, Registrar's Office
- Jared Schultz, Special Education & Rehabilitation
- Cathy Bullock, College of Humanities and Social Sciences
- Michael Scott Peters, USUSA President
- Lisa Allen, Advising (for Mykel Beorchia)
- Barbara Williams, subcommittee secretary (ex officio; not a voting member)

Absent:

- Ning Fang, College of Engineering
- Ed Reeve, EPC Chair (ex officio; not a voting member)

AGENDA

New Business

Registered Students Policy (Fran Hopkin)

See Attached.

Motion to approve proposal made by Fran Hopkin. Seconded by Jared Schultz.

Motion to postpone approval made by Cathy Bullock. Seconded by Michael Scott Peters. Tabled until Fran Hopkin returns with revised language based on the following:

- *Should the Classroom Incivility language in the catalog be edited to include this information instead? <http://catalog.usu.edu/content.php?catoid=12&navoid=3171>*
- *What policies do other institutions in the state have?*
- *Does this belong in the catalog, or should it be part of the student or faculty codes?*

Other Business

Please review current student code as revision to student code is pending.

Committee members are encouraged to review the student code, particularly Article 6, to prepare for revisions that may be submitted next month. studentconduct.usu.edu/studentcode/article6

The committee's next meeting will be held October 18th.

Adjourned 3:47 pm

Registered Students Policy

Background:

Various questions have been raised recently regarding who may attend classes. Regional Campuses indicated they are increasingly seeing more students bring their children to the classroom. This is creating a disruptive environment for other students in the same classroom as well as those attending via IVC. Similarly, individuals asked about spouses, siblings or friends sitting in a class with a registered student. Another inquiry was made regarding professors allowing individuals to attend class with the intent to add the course at a later date.

After a thorough review of policies, working with risk management and getting input from General Council it was discovered that the University doesn't have a current policy to address these situations. At one point an email had been sent each semester from the Registrar's Office reminding professors that students needed to be registered in order to attend. But specific policy/language to support these instructions is not in the current catalog. A policy was found in older catalogs addressing some of these concerns. It is not known how, why or when this policy was removed from the catalog, but it is not in the current catalog.

It is proposed to readopt a policy similar to the previous one with a few modifications that make the policy applicable to more than just students.

Previous Language:

Registration Requirement

All students attending classes must be registered. Students are officially registered when all tuition and fees have been paid in full. Failure to pay tuition and fees by the published fee payment deadline may result in courses being voided (see Registration Purge on page 59). Students are responsible for dropping courses for which they do not wish to receive a grade.

Proposed Language:

Registration Requirement

All **individuals** attending classes **after the first week of classes** must be registered. **During the first week of classes, an individual who is trying to get into a full class may attend with the permission of the instructor. After the first week, only those who are registered may attend.**

Students are officially registered when all tuition and fees have been paid in full. Failure to pay tuition and fees by the published fee payment deadline may result in courses being **dropped**. Students **themselves** are **ultimately** responsible for dropping courses for which they do not wish to receive a grade.



GENERAL EDUCATION SUBCOMMITTEE MINUTES

September 19, 2017

9:30 a.m. – 10:30 a.m.

Old Main – Champ Hall

Present: Lee Rickords, College of Agriculture and Applied Sciences (Chair)
Laura Gelfand, Caine College of the Arts
Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
Dean Adams, College of Engineering
Harrison Kleiner, College of Humanities and Social Sciences
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Richard Mueller, College of Science
Robert Mueller, Regional Campus
Dory Cochran for Kacy Lundstrom, University Libraries
Melanie Nelson, USU Eastern
Michael Scott Peters, USUSA President
Susan Neel, American Institutions
Brock Dethier, Communications Intensive
David Wall, Creative Arts
Charlie Huenemann, Humanities
David Brown, Quantitative Literacy/Intensive
Ryan Bosworth, Social Sciences
Barbara Williams, Registrar's Office
John Mortensen, Student Affairs
Stephanie Hamblin, Exploratory Advising
Mykel Beorchia, University Advising
Kristine Miller, University Honors Program
Amber Summers-Graham, Secretary

Absent: Janet Anderson, Office of the Provost
Ed Reeve, Office of the Provost
Matt Sanders, Connections
Ryan Dupont, Life and Physical Sciences
Konrad Lee, Jon M. Huntsman School of Business

Call to Order – Lee Rickords

Approval of Minutes – [April 18, 2017](#)

Motion to approve minutes made by Laura Gelfand. Seconded by Brock Dethier. Minutes approved.

Course Approvals/Removals/Syllabi Approvals

<https://usu.curriculog.com/>

RELS – 3990 (CI) **APPROVED** Brock Dethier
Motion to approve designation made by Brock Dethier. Seconded by Dick Mueller.

Business

Communications Intensive (CI) Research Update..... Brock Dethier

The students in Joyce Kinhead's Spring 2017 section of ENGL 3470 completed a thorough research project examining CI courses at Utah State University. The class submitted ten recommendations for the General Education Committee. Below are some highlights from their report:

- There is a tendency to short-change students on the oral component of the CI criteria. Courses had an easier time meeting the written component of the CI criteria.
- It was suggested that the General Education Committee spearhead faculty development workshops to give faculty opportunities to discuss best practices.
- Recommended 5-year reverification of courses.

Contact Brock Dethier if you are interested in reading the full report.

Over the summer, queries were sent out to over 30 courses that had received CI designation before 2005. Contact was met with some irritation and resistance while some departments were simply non-responsive. This brings up the question about whether or not the policing model will work when reviewing general education designations. The method is time intensive and does not bring about good will. It may be better to consider employing a reminder method that would send faculty the general education designation criteria for their course before they started teaching. Resources for faculty could be set up in Canvas. Additionally, this may help faculty understand general education better and might result in more gen ed course submissions. If faculty development were created, it would be beneficial that it is discipline specific. Faculty might be more willing to come if they knew one of their peers moderated the development.

Active General Education Classes Report..... John Mortensen

John provided the committee with a list of courses that are currently not being taught but are still listed in the catalog as options for fulfilling general education requirements. It was suggested that since the conversation is about deactivating or completely removing courses from the catalog, the work is now outside of the scope of the General Education Committee and should be completed through the Curriculum Committee where members can take the conversations back to their own colleges.

Updates to General Education Criteria

The DHA/BHU committee substantially revised their criteria four years ago. The CI committee would like to revise the CI criteria to make them easier to follow. Lee Rickords will get in touch with Ed Reeve and Janet Anderson to discuss the best ways for listing the general education criteria on the USU website and how it should be reflected in the catalog.

Five-Year Reviews - Creating a Process for Reviewing and Tracking

John Mortensen will create a list of courses that are older than five years and circulate it to the Curriculum Committee college chairs. As this is a very time intensive process, the reminder model suggested in the CI discussion might be more effective. General Education Committee members were asked to think about this and try to formulate an action item. This issue will be brought up and discussed in more detail at the October 2017 meeting.

Adjournment: 10:30 a.m. Our next meeting will be held at 9:30 a.m. on October 17, 2017. November meeting will resume the regular 8:30 a.m. time.